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ABSTRACT

A study was conducted to compare the Rhode Island Adult Basic Education (ABE) program with the ABE programs of other states and U.S. possessions. (The purpose of this study was to collect data on specific program variables which were not addressed by the National Advisory Council on Adult Education's 1978 Summary Report.) The data, pertaining only to programs which were ABE and funded solely under the Adult Education Act, were collected from the person(s) at the state department of education level responsible for the administration of ABE. The survey instrument examined three areas: population served, ABE staff at both the state and local levels, and operation of ABE programs at both the state and local levels. Findings indicated that Rhode Island programs differ from other ABE programs in thirteen of the twenty-nine areas measured in the study. Rhode Island deviations include the following: a high percentage of students who are veterans, fewer full time staff, fewer hours required for staff, higher ABE teacher wage, fewer responsibilities for the state ABE director, and no ABE funding linkages with other agencies. (JH)

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RHODE ISLAND ADULT BASIC EDUCATION

National Comparison Study

February, 1979

This report was prepared by the Curriculum Research and Development Center of the University of Rhode Island as a result of a contract with the Bureau of Vocational-Technical Education of the Rhode Island Department of Education and is principally the work of John Boulmetis.

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TABLE OF CONTENTS

	Page
I. Introduction.	1
II. Related Literature.	3
III. Research Design	8
IV. Findings.	11
V. Conclusions	41

APPENDICES

Appendix A -- Survey Instrument	45
Appendix B -- Cover Letter.	47
Appendix C -- Follow-up Letter.	49

LIST OF TABLES

		Page
Table 1	-- ABE Classes By Level.	12
Table 2	-- Average Earnings of ABE Students.	13
Table 3	-- ABE Classes by Locations.	14
Table 4	-- ABE Employees by Function	16
Table 5	-- Sharing of ABE Staff.	18
Table 6	-- Existance of Formal ABE Credentialing	19
Table 7	-- Type of Adult Education Teacher Preparation	21
Table 8	-- Source of ABE In-Service Teacher Preparation.	23
Table 9	-- Person(s) Responsible for ABE Training.	24
Table 10	-- Location of ABE Trainer	25
Table 11	-- Manner of ABE Teacher Payment	26
Table 12	-- Whether Hourly Rates are Set by Teacher Union Contracts	27
Table 13	-- Other Job Responsibilities of the SEA-ABE Director. . .	31
Table 14	-- Special Projects Funded by ABE.	32
Table 15	-- Reporting of Attendance Data.	33
Table 16	-- How ABE Data are Collected and Analyzed	34
Table 17	-- Distribution of ABE Funds	35
Table 18	-- Local ABE Funding Linkages.	36
Table 19	-- State ABE Funding Linkages.	37

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Introduction

The Rhode Island Adult Basic Education program has been in operation since the inception of the Adult Education Act in 1965. Since that point in time there have been several evaluations of both the entire program and specific local projects. However, these evaluations were based on either Objective Attainment or Compliance Type models. Consequently, the question of to what extent the Rhode Island program is effective has been addressed by means of self imposed criteria. In other words, there was no indication of how Rhode Island's program compared with those programs of other states with regard to administration, scope and effect.

There have been studies which collected such information on a national basis, such as the National Advisory Council on Adult Education's 1978 Summary Report, The National Advisory Council on Adult Education's Annual Reports, or the Yearbooks on Adult and Continuing Education. However, the data discussed in these documents were either brief status reviews or reflective of adult education in a much broader sense than just Adult Basic Education.

In order to meet Rhode Island's need for more information, the Rhode Island Department of Education's Bureau of Vocational-Technical Education who administers the Adult Basic Education (ABE) program, gave a grant to the Curriculum Research and Development Center of the University of Rhode Island to perform a study comparing the Rhode Island ABE program with the ABE programs of the other 51 states and possessions. The purpose of this study was to collect data on specific program variables which were not addressed by the National Advisory Council on Adult Education's 1978

Summary Report or any previous sources. The Bureau of Vocational-Technical Education was particularly interested in identifying areas of program operation in which the Rhode Island program deviated from the norm.

The results of this study and, where appropriate excerpts from other studies will be discussed in this report.

Related Literature

The National Advisory Council for Adult Education completed a study in 1978 on the status of publicly supported Adult Education in the United States. This study and the subsequent report addressed the general areas of support (federal and local) and scope of the program. The study specifically focused on nine variables which were each reported individually by state. These variables were as follows:

1. state constitutional provisions for adult education;
2. state adult education legislation;
3. levels of state financial support for adult education;
4. federal support;
5. cost per 100 instructional hours;
6. comparisoin of state to federal support;
7. students served during FY76;
8. organizational structure of adult education within state departments of education; and
9. State Board of Education policies impacting on adult education.

This report, however, drew few comparisons among the states and presented the lion's share of the data in a state-by-state fashion. Briefly reviewing variables of all state combined one finds a broad range of responses to each. The following will briefly discuss these findings on a variable-by-variable basis.

Constitutional Provisions - The range of responses to this variable were from specific constitutional provisions with exact impact on adult education to the majority which reported no such provision. Rhode Island was one of the majority who had no such provision within its State Constitution.

State Legislation - The majority of states had some specific state legislative provisions for adult education while few did not. Rhode Island is one of the states which has such a legislative provision (Chapter 29, Title 16) for adult education. However, this legislative provision focuses on Americanization and Citizenship classes. The language does not make direct provisions for Adult Basic Education or Adult Literacy classes except in the case of classes for non-English speakers.

State Support - The fact that states have constitutional or legislative provisions did not necessarily mean that state monies were appropriated for support to adult education. In fact, the range of state appropriations for FY'76 (the last year covered in the study) was from no state monies to almost fourteen times the federal allocation. Within this range there are five states who contribute no monies to adult education in general and seven states who contribute no matching funds to the federal Adult Education monies; Rhode Island's monetary contribution to adult education is reported to be approximately 14% of the total dollars spent for Adult Education in this state. However, the State's contribution to federally supported Adult Education is approximately 1%.

Cost - The costs were calculated on per person expenditure for 100 hours of instruction. The range was from a high of $470.00 per person for 100 hours of instruction to a low of $15.72. (However, a contact to the state reporting the $15.72 figure found that the actual per student amount was $100.00. This makes the new range from $40.00 to $470.00.) The variables coming into play in computing these figures were as varied as the figures themselves. Transportation, use of volunteers, salaries,

methods, etc., were all contributing factors. The national average cost was $125.55 in FY'76. Rhode Island's estimated cost per 100 hours of instruction was $100.00. This is below the national average, yet within the normal range.

Clients - The number of students served by adult education programs in the different states ranges from a low of 2100 to a high of 1,700,000 students. The total number of students participating in Adult Education in FY'76 was 3,371,265. These two figures together indicate that with a target population of 65,044,674 potential recepients of adult education, the actual "hit rate" of programs in FY'76 was 5%. This rate differs from state-to-state in the range of from 1% to 38% (median hit rate was 2%). The above findings indicate that a significantly small proportion of those adults who could benefit from adult education were actually being reached during FY'76. Rhode Island's reported target population is 308,215 potential recipients and there were 7,996 reported students reached during FY'76. These figures translate into a hit rate of 3% for Rhode Island. This figure is above the median rate for the United States and in light of the sparcity of resources and low instructional hour cost, is an interesting finding. This finding, however, regardless of how interesting it might be, is only indicative of population served and not the quality of the service.

Organizational Structure - The most common home for Adult Education within the State Education Agencies was a division or bureau of general education or instruction (n=23). These units encompassed a broad range of educational programs for youth through adults. The second most common structure was to be housed within a bureau or division of vocational, technical, career, community and/or adult education (n=12). A third somewhat popular structure to have adult education housed within a division of postsecondary or continuing eduation (n=7). In one instance,

this division was based in a university setting. The remainingstates housed adult education within a variety of type units including community service, federal programs, office of accountability, Field services, administration, compensatory and habilitative education and program development. The Rhode Island program is housed within a Bureau of Vocational-Technical Education.

The overriding conclusions reached in the study were primarily economic in nature. They basically found that the total dollar figure spent tended to be in direct positive correlation to the proportion of the population served. In other words, the more money spent on ABE the more ABE students served. There were no inferences made here as to quality. However, a particular finding was that in states with a lack of state monetary support (regardless of the federal and local dollars) there were lower numbers of the target population being serviced.

Another study completed by Jones and Nault of the University of Rhode Island focused primarily on the financial support given to remedial adult education programs in the United States. The study found that Rhode Island spent .0698% of its total public (state) education money on remedial adult education. The only other state to spend less in the sample surveyed was Maine.

Conclusions reached in this report were similar to those found in the National Advisory Council on Adult Education Report. The conclusions were that states who spend more money reach a larger segment of the target population. However, these studies did not address the issue of quality, effect or even define "reaching the target population." The two reports drew conclusions and made recommendations based purely on a "head count" philosophy. The NACAE report did, however, attempt to identify

other operational variables which would assist in analyzing the overall sophistication, if you will, of the projects in terms of operating effectiveness. Operating effectiveness is defined here as the extent to which the state project is using its resources to develop staff capabilities, maintain information flow, involve the community, involve other agencies, operate in high concentration areas and operate cost-effectively.

The purpose of the Rhode Island National Comparison Study was to collect more data on these operational variables as they pertain directly to the ABE programs and use those data to determine the relative standing of the Rhode Island effort.

Research Design

The design of the Rhode Island National Comparison Study was one which called for the collection of data from the person or persons at the State Department of Education level who are responsible for administration of ABE. The data were to be pertaining only to programs which are ABE and funded solely under the Adult Education Act.

This study was designed so as to be completed in three phases. Phase I was the development of the survey instrument. Phase II was the conduct of the National survey. Phase III was the analysis and dissemination of the survey results. The following section will discuss the above phases.

Phase I - Survey Development

As extensive review of the literature was undertaken to identify (1) any studies that had already occurred collecting data on ABE programs nationally, (2) any sources of statistics on ABE programs nationally, and (3) indicators of those variables that have not been adequately examined but are important to the operation of ABE programs.

Upon completion of this search, an extensive list of possible and pertinent variables was developed. This list was revised by deleting those variables on which current data already existed. The resulting list of variables was forwarded to the consultants at the Rhode Island Bureau of Vocational-Technical Education for review and comment.

Once this variable list was reviewed and finalized items were written so as to collect the appropriate information. These items were forwarded to the consultants at the Bureau for further review and comment.

The final items were used to develop the first draft of the National survey instrument. This instrument was forwarded to the Bureau consultants, several local ABE directors and University of Rhode Island faculty for review. The purpose of this step was to conduct a mock pilot test without using any of the actual principals (i.e., State Directors of ABE programs) prior to the actual survey. The Bureau consultants reviewed the instrument for item content. The local ABE directors reviewed the instrument for content and feasibility. The University of Rhode Island faculty reviewed the instrument for design and analysis. Feedback from these sources resulted in the final survey instrument (Appendix A). This survey was printed in sufficient quantity.

Phase II - Conduct of the Survey

In September, 1978, the names and addresses of all persons responsible for the coordination and/or supervision of State ABE programs were obtained from several sources. The combined list of designee's was reviewed by the Rhode Island consultant responsible for ABE to pinpoint the key people toward whom the instrument should be targeted. The final list was developed and mailing labels prepared.

The survey instrument was designed in such a way so as to facilitate the completion and return process. The survey was mailed to the appropriate people with a cover letter from the RI-ABE consultant (Appendix B). This letter was a personal appeal to the state directors for their assistance and cooperation in the completion of the survey. The instrument was designed so that once completed the respondent need only fold the instrument in half, fasten and mail. The surveys were

pre-addressed and stamped to facilitate returns. The 52 survey instruments were mailed in mid-October, 1978 to each of the states, Puerto Rico and the District of Columbia.

Two weeks after this mailing, a follow-up letter was sent to those state directors who had not as yet responded (Appendix C).

Phase III - Analysis and Dissemination

As a result of the critical mailing and the follow-up letter, 36 useable surveys were returned. Each of the six New England states submitted a completed survey so that separate analyses comparing Rhode Island to New England and the United States overall could be performed.

The completed survey instruments were coded for keypunch and processed. The survey data were then computer analyzed. The analysis consisted of item-by-item summary statistics treating all respondents collectively (deleting Rhode Island). A second set of item-by-item summary statistics was compiled for the New England states (deleting Rhode Island). The following report will summarize these data and report the survey findings.

Findings

The survey instrument, as designed, was divided into three component parts - Population, Staff, and Operations. The Population component contained items concerning the client system of ABE. The Staff component contained items concerning the ABE faculty and staffs at both the state and local levels. The Operations component contained items concerning the overall operation of the ABE program at the state level. The following section will discuss each of these component parts separately and cover each item's responses.

Population

The section on ABE population contained four items which asked for data on specific numbers of students or classes.

Level Distribution

Using the levels identified by the USOE, what is the distribution of the ABE classes in your state?

There were not many states in the sample who were able to provide an answer to this question. Of the 36 states who completed surveys only 15 completed this item. Table 1 gives the responses to the above question. A review of the table indicates that for comparison purposes there are no data for Rhode Island available. The distribution of classes among the levels between the United States and New England, however, are somewhat similar except for the mean number of classes in ABE Level 3.

Table 1

ABE Classes By Level (Mean)

LEVELS	United States	New England	Rhode Island
Level 1 (Grades 1-8)	578	260	
Level 2 (Grades 9-12)	400	159	Data
Level 3 (ungraded)	221	318	unavailable
Other	21	---	

Student Earnings

What is the average yearly earnings or salary of your ABE students?

Again, there were not many states who were able to respond to this question. Eighteen states provided responses which are displayed in Table 2. A review of this table indicates that the majority of ABE students nationally early less than $6000.00 annually which places them at or below the poverty level set by the government. New England is no exception to this with a reporting that their students also fall into this range. Rhode Island did not have these data available so no comparison could be drawn.

Table 2

Average Earnings of ABE Students (Percent)

EARNINGS	United States	New England	Rhode Island
Less than $3,000	11.1	--	
$3,000 to $5,999	66.7	100	Data
$6,000 to $8,999	16.7	--	unavailable
$9,000 to $11,999	--	--	
More than $12,000	5.5	--	

Veterans

How many of your ABE students are U.S. veterans collecting VA benefits for attending classes?

Eleven states responded to this item. The remainder either stated that these data were unknown, not collected or unavailable at the state level. Of the states who responded the mean number of students who fell into this category was 299 for the United States, 287 for New England and 94 for Rhode Island. When this figure is compared with the mean total enrollment reported by the states we find that the figure represents less than 1% of the ABE student population for the United States, 4% for New England and 2% for Rhode Island. These findings indicate that the New England states (Rhode Island included) are servicing a far larger proportion of veterans (who are collecting benefits) than the remainder of the country.

Location of Classes

With regard to the types of areas in which your programs are located, what is the distribution of classes by the following categories?

The response to this item was sporadic with respondents completing some of the data and leaving much blank. It is unknown whether these blanks represent unknown or unavailable data or whether they represent no such classes existing in a state. Table 3 illustrates the responses to this item. A review of this table notes that Rhode Island has its largest proportion of classes in the urban-inner city area which is consistant with the rest of the country and New England. The remaining majority of Rhode Island classes are in the urban-fringe communities (such as Warwick, Cranston, and parts of Westerly) and the suburban communities (such as West Warwick, Coventry, and Scituate). Rhode Island has significantly fewer classes in the rural community than both the National and New England averages. This, however, is explainable in that Rhode Island does not have a large number of communities which could be considered rural nor the target population in those rural areas to support an extensive effort.

Table 3
ABE Classes by Location (%)

	United States	New England	Rhode Island
Urban-inner city	32.9	44.8	40.6
Urban-fringe	23.9	13.9	25.4
Suburban	18.1	11.5	21.7
Rural	24.7	29.8	2.2
Other	*	----	10.1

* less than 1%

Remarks

There are few comparisons that can be made based on the data collected in this section since Rhode Island did not have much of it available. This should not be taken as a negative attribute since a large proportion of the states responding likewise did not have these data available. An interesting by product of these items is that many states did not have data tabulated by class but only by students. Many states supplied numbers of students in the spaces where categories of classes were requested. Granted the students are the key point on which data should be collected. However, classes seem to be a more consistent statistic in describing the events of over a year's period of time whereas students may be in and out of a class regularly. The latter situation might give an inaccurate reading of the makeup of an ABE program.

Staff

The section on ABE staff contained 14 items which requested data on staff makeup, training, and salary.

Type of Staff

How many people were employed in your ABE programs as distributed among the following positions?

This item was completed in some manner by all the respondents both nationally and from New England. The responses to this item are summarized in Table 4.

Table 4

ABE Employees by Function (Percent)

	U.S.	New England	R.I.
Administrators	4.5	5.8	9.2
Teacher-Administrators	3.5	2.5	1.6
Teachers	66.3	55.6	54.6
Counselors	3.9	4.3	4.4
Teacher Aides/ ParaProfessionals	9.0	9.3	30.2
Recruiters/Out Reach Workers	7.0	16.4	0
Teacher Counselors	3.5	2.5	0
Other	8.3	3.6	0

A review of this table indicates that all states (R.I. included) are similar in the proportion of ABE teachers that are employed. The New England states are somewhat lower than the rest of the nation in the proportion of teachers and somewhat higher in the proportion of administrators. The one surprising finding from this item is the significantly higher proportion of teacher aides/paraprofessionals used in R.I. than in the rest of the states. The R.I. program employs these teacher aides/paraprofessionals to function in much the same way as instructors. This is not to imply that they necessarily teach classes by themselves (without the supervision of a teacher) but that they are not used in clerical or administrative roles.

Type of Employment

How are these ABE staff divided in terms of being part or full-time employed by ABE?

The two categories of employment identified in this item were defined for the respondents as "25 hours per week or less" equals part-time employment and "more than 25 hours per week" equals full time. The respondents were asked to report actual numbers of staff in these categories regardless of their function. The functions were those identified in the previous section labeled "Type of Staff". Consequently, no inferences as to who are these part or full time staff can be made. In order to make these data as meaningful as possible a ratio was computed to describe the proportion of part-time staff to full-time staff.

On a National basis the ratio of part-to-full time staff is 4:1. In other words, for every one full time employee there are four part-time employees. New England reported a ratio of 13:1. Rhode Island reported a ratio of 30:1 part-to-full time employees. These figures represent a rather significant deviation from both the average National and New England programs. These results indicate that, for the most part, the Rhode Island ABE program is predominantly part-time in nature while the programs in the rest of the country are leaning toward a more full-time commitment to and from their professional staff.

Staff Sharing

Are any of your ABE staff shared among two or more projects?

The respondents were asked whether their ABE staff were employed or shared with other (non-ABE) projects. The responses to this item are summarized in Table 5. A review of this table indicates that on a

Table 5

Sharing of ABE Staff (Percent)

	U.S.	New England	R.I.
Yes	51.5	33.3	*
No	48.5	66.7	

* The R.I. response to this item was "yes".

National level there is an even distribution of projects who share and do not share their ABE staffs. However, in New England there appears to be a tendency not to share these staffs. Rhode Island reports that staff are shared among other projects. The R.I. data support the findings of the previous item discussing part and full time employment. If staff are predominantly part-time, then it is clearly understandable that they would be shared. The reports of New England states tend to support their contention that they have a high proportion of part-to-full time staff

which leads to fewer staff being shared. However, the reports of all the states do not support the finding that one in four of ABE staff are full time, unless their full time employment constitutes ABE and other responsibilities and/or loyalties. In other words, are these ABE staff being hired as full time employees to work in both ABE projects and other projects. If this is the case is it appropriate to label such staff as full time employees.

Adult Education Teacher Preparation

Do you have a formal ABE credentialing process for ABE teacher certification?

The respondents were asked to indicate whether such a process was currently operational, not currently existing/operational or whether one did not exist but was currently under development. The responses to this item are reported in Table 6. A review of this table indicates that, by and large, most states do not have a formal credentialing process for ABE teachers. Several states, R.I. included are in the process of developing such a procedure.

Table 6

Existance of Formal ABE Credentialing (Percent)

	U.S.	New England	R.I.
Yes	28.6	0	
No	57.1	75.0	
Currently under development	14.3	25.0	*

* The R.I. response to this item was currently under development."

In a study performed in 1974 by Jones, it was determined that 40% of the responding states had no centralized certification standards at all. Most of the remaining states used the ordinary teaching license for elementary/secondary teaching as the principle criterion. There was, however, reported a "strong national trend to establish criterion in adult education certification."

If the results of this current study are an indication of the status of adult education certification, then this "strong national trend" has not produced many formal procedures in many states.

Are your ABE instructional staff required to participate in a certain number of hours of in-service training each year?

If yes, how many hours are required?

Respondents were asked to comment on the required in-service training that was part of state policy. All respondents were able to provide an answer to this item. The National sample was divided evenly (42.9%--yes and 57.1%--no) between those who do and do not have mandatory in-service requirements. The New England states followed this pattern as well with three states having such a requirement and two states not having required in-service training. Rhode Island does have a requirement for ABE teachers. All ABE instructors are required to participate in at least six hours of instruction. This six hour figure is duplicated by the three New England states who have such a required policy. However, nationally the 15 states who have such a policy, require, on the average, 12.5 hours of in-service instruction per year. With this information, R.I. and the remaining New England states fall far below the national average.

Is there a form of pre-service Adult Education teacher preparation existing in the teacher training institution(s) of your state?

The respondents were asked to report whether there was adult education teacher preparation occuring at the higher education level. Nationally 68.6% of the states have such a program in place and 40% of the New England states, likewise, had such a program. Rhode Island reports that it also has such a program at the higher education level.

If yes, is this preparation in the form of a(n) _____ degree?

Those who responded "yes" to the above item were asked to indicate whether there was a formal degree or just courses offered. Table 7 displays the responses to this item.

Table 7

Type of Adult Education Teacher Preparation (Percent)

DEGREE	U.S.	New England	R.I.
Associate	3.8	--	
Bachelors	7.7	--	
Masters	15.4	50.0	
Doctorate	3.8	--	
A course or courses within a teacher education program	11.5	50.0	*
Other	7.8	--	
Two or more of the above	50.0	--	

* R.I.'s responses - -

A review of this table indicates that nationally the majority of states have two or more of the listed options. From comments written on the completed surveys, most of these states have a combination of "A course or courses . . ." with one other degree (usually a Master's).

ABE Staff Development

Is there a source of in-service teacher preparation existing in your state to train ABE teachers?

Is yes, what is this source?

The respondents were asked to respond whether there was a specific resource directed at ABE teaching specifically, rather than adult education in general. Nationally, 91.4% of the states responding reported that such a source existed. In New England, 80% indicated an affirmative answer to this item. Rhode Island also answered yes to this item.

When asked what this source was, the responses from the states, again, tended to be similar. Table 8 reports these data. A review of these data indicates that no states in the sample employ singular types of in-service opportunities. The majority of those states nationally use all four of the vehicles listed. In New England this also holds true as well but an equal proportion use other (varied) means as well. Rhode Island follows this pattern with use of all four methods. Nationally of those states remaining a sizable proportion noted that only three of the methods were used. A further review of these particular respondents noted that the majority identified the three workshop formats and not the formal course. This implies a desirability for the short term, more flexible format of in-service preparation.

Table 8

Source of ABE In-Service Teacher Preparation (Percent)

	U.S.	New England	R.I.
A formal course	--	--	
Local workshop	--	--	
Regional workshop	--	--	
Statewide workshops	--	--	
A combination of two	5.9	--	
A combination of three	23.5	20	
All of the above four	61.8	40	*
Other	8.8	40	

* R.I.'s response

Is there one person responsible for this training?

Where is this person located?

Is this person's sole responsibility the training of ABE staff?

The respondents were asked, to discuss the person(s) responsible for the ABE in-service training. To identify whether there was one person or more responsible for this function the respondents were asked to indicate if and to what extent such a person was employed. Table 9 discusses these data. The national trend is that several people are responsible

Table 9

Person(s) Responsible for ABE Training (Percent)

	U.S.	New England	R.I.
Yes, a full-time ABE person	23.5	20.0	
Yes, a part-time ABE person	5.9	-	
Yes, a third party	-	-	
Yes, other	20.6	60.0	*
No, several are responsible	50.0	20.0	
No, other	-	-	

* R.I.'s response

for this function while in New England a single person performs these duties. R.I. follows the New England states by employing a single person who is an Assistant Professor at the University level. The New England states had their single person located either at an institution of higher education or the state education agency.

If the respondent indicated that a single person was responsible, they were asked to report where that person was physically located. Table 10 displays these data. A reivew of this table finds that the majority of states locate this person either at the SEA or in some other facility. A review of the open ended responses to the "other" category finds that these people are divided between the SEA and the LEA or between the SEA and an institution of higher education. The New England states follow this example with either having the person situated at the SEA or between the SEA and LEA's. R.I. has its person situated at an institution for higher education.

Table 10

Location of ABE Trainer

	U.S.	New England	R.I.
College/University	16.0	25.0	*
State Education Agency (SEA)	40.0	50.0	
Local ABE project (LEA)	-	-	
Their own private business	4.0	-	
Other	40.0	25.0	

* R.I.'s response.

It appears that in the majority of cases the person responsible for ABE teacher in-servicing is maintained under the direct or indirect supervision of the State Department of Education. Rhode Island has chosen to follow the pattern of 16% of the states responding, This is not to make any judgements or infer any conclusions. In fact, this situation may be to the benefit of this SEA which prides itself in providing a leadership and facilitator function and not directly operating projects.

When asked whether this person's sole responsibility was ABE staff training, 75% of the New England sample said "yes", while 72% of the national sample and R.I. said "no". This sharing of responsibility among ABE and other programs may be a result of a variety of reasons. In R.I., the ABE staff trainer is only partially supported by ABE monies. Consequently, the other funds used to support this person dictate the remainder of this person's responsibilities. Funding is probably the

most common reason for this distribution of services but the physical location, professional background and local need may be other reasons for this phenomenon.

ABE Teacher Salaries

Are your part-time ABE teachers paid on an hourly basis or salaried?

If your part-time ABE teachers are paid by the hour, what is the average hourly wage in your state?

Are these wages subject to teacher's union contracts?

The respondents were asked to respond to several items which dealt directly with the nature and amount of the ABE teacher salaries. Table 11 discusses the responses to the item dealing with how teachers are paid.

Table 11

Manner of ABE Teacher Payment (Percent)

	U.S.	New England	R.I.
Hourly	75.9	100.00	*
Salaried, yearly	-	-	
Salaried, semester	3.4	-	
Salaried, quarterly	-	-	
Other	20.7	-	

* R.I.'s response

A review of this table indicates that there is little discrepancy among the states as to how they pay their ABE teachers. In fact, those states who reported some "other" form of payment other than straight hourly wages indicated that this "other" form was a combination of hourly and yearly salary depending on the individual project and/or the employee.

The amount which these states paid their ABE teachers by-the-hour differed substantially. The national range was from a low of $3.50 an hour to a high of $12.00 an hour. In New England the range was from $3.50 an hour to $8.00 an hour. The national average hourly rate was $7.92 while for New England it was $6.50. The Rhode Island hourly rate for ABE teachers is $8.50. These findings show that although R.I. does not pay their ABE teachers the highest of the states sampled, it is well above both the national and New England averages.

The reader, however, must realize that the figures reported by each state were the average hourly wage in their state. Some states may have a set rate for the entire state, while others have rates set by the LEA.

Respondents were asked to indicate what basis these hourly rates were set. Table 12 displays the responses to this item.

Table 12

Whether Hourly Rates are Set by Teacher Union Contracts

	U.S.	New England	R.I.
Yes	31.4	20	
No	68.6	60	
Dependent, upon the project/local agency	-	20	*
Other	-	--	

* R.I.'s response

A review of these findings shows that teacher union contracts do not play a role in establishing ABE teacher wage rates for the majority of the states in the sample. New England follows this pattern but R.I. leaves this decision up to the LEA to establish. Perhaps this may be a reason for the fact that RI-ABE teachers are among the highest paid in the country.

Do your projects have ABE teachers who are not paid solely with federal Adult Education Act money?

If yes, what is the source.

The majority of national respondents to this item (90%) indicated that they do have ABE teachers who are paid with other (non-AE Act) monies. The New England states are not as one sided as the rest of the country. Sixty percent of the New England states have other such monies to support staff. Rhode Island follows the lead having staff who are paid through other than Adult Education Act monies. Those states who do use other funds described these funds as being local, C.E.T.A., Consumer Education, Title XX, Community Development, Manpower, Community College, Bureau of Indian Affairs, and State General Funds. Of the states who reported using other funds to support ABE teachers, 66.7% noted these were from their State's General Fund.

Remarks

There are several comparisons that can be drawn based on the data that were reported dealing with ABE staff. The R.I. programs apparently employ more administrators and recruiters than other ABE programs. However, at the same time their proportions of other staff are somewhat

similar. The R.I. program has a great deal more part-time than full time staff. The ratio Nationally is 4:1; in New England it is 13:1; and in R.I. it is 30:1. Rhode Island, therefore, uses far more part-time ABE people than the National and New England averages.

Rhode Island is somewhat ahead of much of the country in its development of an ABE teacher credentialing process. Similarly, R.I. requires a number of in-service training for the ABE staff while the majority of other states do not. R.I. also has a single person directly assigned to provide this in-service function while the majority of other states have several people assigned to this role.

The final area of comparison deals with ABE teacher pay. R.I. pays the teachers an hourly wage. This wage is often subject to local teacher union contracts depending on the community. The majority of states, however, pay their ABE teachers hourly but most are not dependent on union negotiated rates. This may also be a factor in the finding that R.I. pays its ABE teachers at an hourly rate that is about both the National and New England average.

These findings indicate that the Rhode Island ABE program differs in many staff related aspects from other states in the country and New England. In some cases, this difference is significant and in others it is slight. One cannot, however, draw any inferences from these findings since no data on program effect were collected in this study. Perhaps these findings might be helpful to persons wishing to look at overall program effect based on these variables.

Operations

This final section of the survey instrument contained eight items which dealt with overall program operation from the state level. The items queried the role of the SEA person responsible for ABE, projects funded, data collection, and linkages with other agencies/programs.

SEA Director of ABE

Are your responsibilities as the director, operator, or supervisor of all ABE projects in your state the only direct job responsibilities you have?

If no, what other types of projects does your job make you responsible for?

The respondents, being the SEA people responsible for administering ABE in their state, were asked whether ABE was the single item for which their job made them responsible. Nationally, 68.6% of the respondents indicated that this was not the only program for which they were responsible. In New England 60% of the directors indicated that they were responsible for other programs. These figures indicate that there are a number of states both nationally and in New England that have ABE-SEA directors who are responsible for ABE alone. Rhode Island falls into this later category.

Of those SEA directors who noted that they had other job responsibilities the majority (48.4%) of those nationally noted that these other responsibilities were varied in nature. The largest

proportion indicated that the other responsibility was the G.E.D. testing program. Others indicated that there were various combinations including operating the state funded programs, adult vocational education, community education, continuing higher education, the Right to Read program and Americanization. Table 13 displays the findings of this item.

Table 13

Other Job Responsibilities of the SEA-ABE Director (Percent)

	U.S.	New England	R.I.*
State funded adult education (general adult ed)	31.0	33.3	
Adult vocational education	-	-	
Community education	17.2	33.3	
Continuing higher education	3.4	-	
Other	48.4	33.3	

* The R.I. SEA-ABE Director had no other job responsibilities.

There appears to be no major pattern other than the fact that there is a tendency for one person to be responsible for both state and federally funded adult education programs.

ABE Special Projects

How many of the following types of special projects has your state funded during the past three (3) years?

The respondents were asked to report the number of special projects (other than programs of instruction) that were funded with federal ABE monies. Categories were listed and other non-listed projects were encouraged. Table 14 displays the findings of this item. A review of this table indicates that nationally the largest proportion of special project monies is earmarked for mini grants. The proportion is maintained

Table 14

Special Projects Funded by ABE (Percent)

	U.S.	New England	R.I.
Research	8.4	11.3	26.3
Curriculum Development	22.5	26.3	5.3
Third Party Evaluation	5.7	-	42.1
Mini grants to ABE Staff	36.4	30.1	-
Other	27.0	32.3	26.3

in New England although the largest proportion does not go to mini-grants but to "other" projects identified as "teacher training and staff development, literacy volunteers, experimental delivery systems, and innovative projects." Nationally these "other" projects included staff development, recruiting, demonstration, parenthood, community education,

industry, developmentaly disabled, dissemination, resource centers, life skills for WIN participants, public relations, educational T.V., adult external diploma, multi-service centers, materials development, needs assessment, learner assessment, reading and unique delivery systems. Rhode Island appears to place its priority on third party evaluations, research and teacher training. Curriculum development activities were also funded in significant numbers both nationally and in New England.

ABE Recordkeeping

How do ABE staff report student attendance?

If student attendance is reported how is it collected and analyzed?

The respondents were asked to elaborate on the method by which data are collected, maintained, and analyzed on ABE students. The items gave several options which are widely accepted and used in ABE programs. The respondents were directed to select the one which best represented their system. Table 15 presents the results of the item asking about the form in which ABE student data are reported.

Table 15
Reporting of Attendance Data (Percent)

	U.S.	New England	R.I.
By hours of attendance	68.6	60	*
By days of attendance	11.4	20	
By weeks of attendance	2.9	--	
Other	11.4	20	
Not reported	5.7	--	

* R.I.'s response

Upon review of these data one can see that the majority of states nationally, in New England and Rhode Island collect data by hours of student attendance. This is probably the case since the Federal legislation defines student enrollment in terms of hours of attendance. The data reported in annual reports, however, merely asks for overall student enrollment and not hours of contact.

When the respondents were asked the means by which these data are collected and analyzed an interesting finding was realized. Table 16 displays these data. A review of this table shows that the majority of

Table 16

How ABE Data are Collected and Analyzed (Percent)

	U.S.	New England	R.I.
Hand tabulated and analyzed	62.5	100	
Hand tabulated and computer analyzed	6.3	-	
Computer tabulated and analyzed	18.7	-	*
Other	12.5		

* R.I.'s response

states nationally and all of the responding New England states collect and analyze their ABE data by hand. Rhode Island and several other states use a computerized system to both collect data and perform the required analyses.

Distribution of ABE Funds

How are your state's ABE monies distributed? The state ABE directors were asked to comment on the manner in which the Federal ABE monies are distributed among the LEA's and other eligible sources. The respondents were asked to react to several common methods. Table 17 displays the responses to this item. Reviewing this table the reader sees that

Table 17

Distribution of ABE Funds (Percent)

	U.S.	New England	R.I.
One formula basis	28.6	--	
By Request For Proposal (RFP)	42.9	80.0	*
Other	28.5	20.0	

* R.I.'s response

the RFP method is the one most commonly used. In New England (R.I. included) it is used by the large majority. In the remainder of the country it is used most often but not to the same degree. Formula distribution of ABE monies is a relatively popular vehicle. Equally popular are previous year's enrollment, need, commitment, future staffing commitments, and combinations of both RFP and formula. The R.I. program does not differ from the majority of states in terms of the means by which ABE funds are distributed.

Linkages With Other Programs

Have the individual ABE projects made linkages with any of the following agencies with regard to joint funding?

Has the ABE program on a statewide basis made linkages with any of the following agencies with regard to joint funding?

The state directors of ABE were asked to comment on their knowledge of what other agencies the local ABE projects had made cooperative arrangements with regarding funding. Table 18 reports the findings of this item. A review of these data indicate that nationally ABE local

Table 18

Local ABE Funding Linkages (Percent)

	U.S.	New England	R.I.
CETA, prime sponsors	9.1	20.0	
CETA, Governor's Special Grant	3.0	--	
Business and Industry	3.0	--	NO
Higher & Post Secondary Education Institution	-	--	RESPONSE
More than one of the above	75.8	80.0	
Other	9.1	--	

projects are using a variety of other sources to assist in support of their operations. The listed agencies were individually selected by only a few of the respondents. The New England states follow this pattern with the large majority linking with a variety of these agencies. Rhode Island, however, was left blank. This indicates that Rhode Island has no such linkages with regard to joint funding.

When asked to respond whether there were any such linkages entered into on the state level, the proportions changed somewhat. Table 19 illustrates these data.

Table 19

State ABE Funding Linkages (Percent)

	U.S.	New England	R.I.
CETA, prime sponsors	10.0	25.0	
CETA, Governor's Special Grant	10.0	--	
Business and Industry	-	25.0	
Higher & Post Secondary Education Institution	10.0	--	*
More than one of the above	50.0	50.0	
Other	20.0	--	

* R.I.'s response

Upon review of this table, the reader sees that the majority of states have made more than one funding linkage. The proportion of multi linkages has decreased significantly and the singular linkages have increased over those entered into by local projects. In New England this pattern holds true with the majority of states maintaining multiple linkages. Rhode Island, however, reports one funding linkage. Rhode Island reports that Higher and Post Secondary Education institutions are contributing funds to assist in maintaining a component of the ABE program. There are no other New England states using this source and only a few states nationally.

An interesting finding of this particular item is that there is only one state, in the total sample, that has made any state funding linkage with the business and industry sector. However, there is another state that has a project that has made a local linkage with this sector.

Remarks

There are a number of comparisons that can be made based on these data with regard to overall ABE program operations. The R.I. state ABE director in that he is responsible for ABE alone is not among the majority of states nationally or in New England whose directors have other responsibilities. The majority of ABE state directors indicate that they have other duties in addition to administering ABE. These other duties tended to be the administration of state funded Adult Education and/or G.E.D. In R.I. this function is performed by another person and bureau.

With regard to the funding of special projects R.I. has tended to use its special project monies to fund more research and evaluation

activities than the rest of the sample. The largest discrepancies were in Curriculum Development efforts (where the sample funded a higher proportion than R.I.), Third Party Evaluations (where R.I. funded a higher proportion than the sample) and Mini Grants to ABE Staff (where the sample funded a significant proportion and R.I. had none). There was reported a problem with the data collection on this item. Several respondents indicated problems with interpretation of "special projects". They were unclear as to whether the term referred to special project (i.e., 309 monies) or to projects which were merely non-programs of instruction. Several noted that their evaluations are funded out of administration funds or state funds and therefore were not reported. Others indicated that some curriculum development activities were funded as component parts of the programs of instruction and therefore not reported. Consequently, these data should be reviewed with the above constraints in mind.

Although R.I. collects data by hours of attendance like the majority of the states in the sample, their vehicle of data collecting and analyzing was advanced from the majority of states nationally and all states in New England. R.I. has computerized both the collecting and analyzing of ABE data. The majority of other states nationally and all the states in New England collect and analyze their data by hand.

R.I. follows the pattern set by the majority of states in how they distribute ABE monies to LEA's and other agencies. The Request for Proposal (RFP) procedure is the process used by R.I.

R.I. programs have made no funding linkages with other agencies. The majority of states reported that their locals had made a variety of these linkages. R.I., however, reported that a funding linkage had been developed at the state level with Higher Education. The majority of other states have developed multiple funding linkages and few of these are with Higher Education.

These findings indicate that the Rhode Island ABE program differs in several operational aspects from other states in the country and New England. The data note that some of these differences are minor and others are significant. Neither the entire study nor this particular component is attempting to draw any inferences as to "good or bad" aspects of any ABE program. Instead, an attempt was made to report the findings objectively so that the decision makers would be able to make informed decisions.

Conclusions

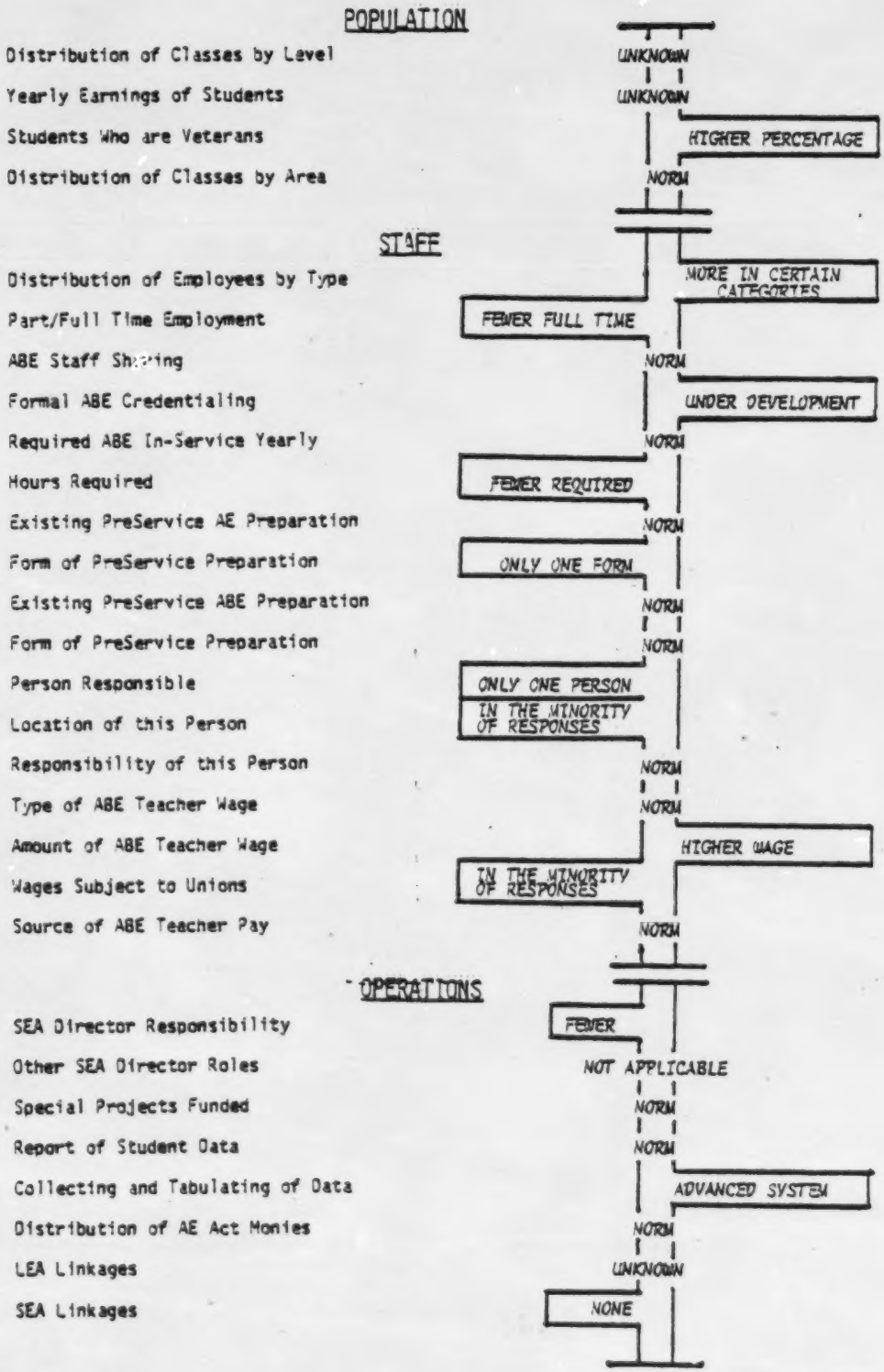
This ABE National Comparison Study funded by the Rhode Island Department of Education had as its main intent to collect various data on the population, staff and operations of ABE programs from around the United States its possessions and the District of Columbia. Once collected these data would be summarized and scrutinized with the intent of locating areas of discrepancy. These areas of discrepancy would be useful to decision makers who could make recommendations on project activities and to directors based on the status of ABE in other states.

In order to identify these deviations in as simple a manner as possible, Figure A was developed. A review of this figure indicates that R.I.'s ABE program differs from other ABE programs in 13 of the 29 areas measured in this study. Some of these deviations were significant and others were slight. Some represented figures above the norm and some were below. Some of the findings were statistically important and some were educationally important.

With regard to the significance of this study the findings tend to speak for themselves. If the intent of the reader is to judge the Rhode Island program, the findings of this study used with the findings of other national ABE studies would provide one with sufficient data. But the question must arise concerning "judging compared to what." No inferences can be drawn regarding the effectiveness of these particular programmatic aspects since no data on effectiveness have been collected.

Figure A

Summary of R.I.-ABE Deviations



However, if the intent of the reader is to view how ABE in Rhode Island compares with the rest of the programs concerning structure, adoption of innovation and policy implementation, then this study can be of benefit. Similarly these data can be used by other states toward the similar ends.

The reader should be cautioned, at this point, against drawing major conclusions about the quality of his or her program. Lacking any clear cut definition or description of what an ideal ABE program is, there is no criterion against one can judge a program. Instead, one can say given the historical operation of the program and its accomplishments, make suggestions for aspects of the program that might be changed to improve and advance ABE in this state. To this end the data collected by this study and studies similar to it are rather useful.

Appendices

Appendix A

Survey Instrument

NATIONAL SURVEY OF A.B.E. PROGRAMS

STATE DIRECTOR SURVEY

This study of ABE in the United States is being sponsored by the Rhode Island State Department of Education - Bureau of Vocational and Adult Education. This survey is designed to collect information from you or your designee, on certain aspects of your State's ABE program.

The purpose of this study is to look beyond the recent National Advisory Council on Adult Education (NACAE) - Survey of State Support for 1977. The focus of this survey, therefore, is on ABE programs, exclusively.

Instructions for Completion of this Form

1. This survey is divided into three sections. We are collecting information on Population, Staff and Operations.
2. We would appreciate actual numbers where they are requested. However, close approximations would be welcomed in place of no responses from your state.
3. When completed, please fold the survey in half, staple or tape, and mail.
4. If you would like to receive a copy of the final report, please check this box [ ] and complete the address section inside.

Thank you in advance for your time and cooperation!

State _____ [ ][ ][1] 1-3

State Director or person completing this form (optional only if a copy of the final report is desired)

Name _____

Title _____

Address _____

_____

_____

How many adults were enrolled in your ABE programs during Fiscal Year 1977-78? Please record your response as a six digit number. For example, the number 10,391 would be recorded as:

[0][1][0][3][9][1]

[ ][ ][ ][ ][ ][ ] 4-9

SECTION I - POPULATION

This section is designed to collect information on your state's ABE population for fiscal year 1977-78 which was not addressed in the NACAE study.

A. Using the levels identified by the USOE, what is the distribution of the ABE classes in your state? (Please indicate the actual number of classes at each level.)

1. Level 1 ABE (grades 1-8) [ ][ ][ ] 10-12

2. Level 2 ABE (grades 9-12) [ ][ ][ ] 13-15

3. Level 3 ABE (ungraded) [ ][ ][ ] 16-18

4. Other (Please specify) _____ [ ][ ][ ] 19-21

B. What is the average yearly earnings or salary of your ABE students? (Please select one and place the number in the box to the right.)

1. Less than $3,000
2. $3,000 to $5,999
3. $6,000 to $8,999
4. $9,000 to $11,999
5. More than $12,000

[ ] 22

C. How many of your ABE students are US Veterans collecting VA benefits for attending classes? Please indicate the actual number of students as a five [5] digit number. For example, 256 would be recorded as:

0	0	2	5	6

[ ][ ][ ][ ][ ] 23-27

D. With regard to the types of areas in which your programs are located, what is the distribution of *classes* by the following categories? (Please indicate the actual number of *classes* in each category.)

1. Urban-inner city [ ][ ][ ] 28-30
2. Urban-fringe [ ][ ][ ] 31-33
3. Suburban [ ][ ][ ] 34-36
4. Rural [ ][ ][ ] 37-39
5. Other (Please specify)_____ [ ][ ][ ] 40-42

SECTION II - STAFF

This section is designed to collect information on the ABE staff in your program for fiscal year 1977-78.

A. How many people were employed in your ABE programs as distributed among following positions? (Please indicate the actual number of people.)

1. Administrators [ ][ ][ ] 43-45

2. Teacher-administrators [ ][ ][ ][ ] 46-49

3. Teachers [ ][ ][ ][ ] 50-53

4. Counselors [ ][ ][ ] 54-56

5. Teacher Aides/Para-professionals [ ][ ][ ][ ] 57-60

6. Recruiters/out-reach workers [ ][ ][ ] 61-63

7. Teacher counselors [ ][ ][ ][ ] 64-67

8. Other (Please specify) _____ [ ][ ][ ] 68-70

_____

B. How are these ABE staff divided in terms of being part or full-time employed by ABE? (Please indicate the actual number of people.)

1. Part-time (25 hours per week or less) [ ][ ][ ][ ] 71-74

2. Full-time (more than 25 hours per week) [ ][ ][ ] 75-78

[ ][ ][2] 1-3

C. Are any of your ABE staff shared among two or more projects? (Please select one and place the number in the box to the right.)

1. yes
2. no

[ ] 4

D. Do you have a formal ABE credentialing process for ABE teacher certification? (Please select one and place the number in the box to the right.)

1. yes
2. no
3. currently under development

[ ] 5

E. Are your ABE instructional staff required to participate in a certain number of hours of in-service training each year? (Please select one and place the number in the box to the right.)

1. yes
2. no

[ ] 6

If yes, how many hours are required?

[ ][ ][ ] 7-9

F. Is there a form of pre-service Adult Education teacher preparation existing in the teacher training institution(s) of your state? (Please select one and place the number in the box to the right

1. yes
2. no

[ ] 10

If yes, is this the preparation in the form of a (n)_____ degree?
(Please select one and place the number in the box to the right.)

1. Associate
2. Bachelors
3. Masters
4. Doctorate
5. A course or courses within a teacher education program.
6. Other (Please specify)_____
7. Two or more of the above

☐ 11

G. Is there a source of in-service teacher preparation existing in your state to train ABE teachers? (Please select one and place the number in the box to the right.)

1. yes
2. no

☐ 12

If the answer to this question is "yes", please answer the following questions. If it is "no", please skip to question "L".

H. What is this source? (Please select one and place number in box.)

1. a formal course(s)
2. local workshop
3. regional workshop
4. statewide workshops
5. a combination of two (which (____ + ____)
6. a combination of three (which ____ + ____ + ____)
7. a combination of four (which ____ + ____ + ____ + ____)
8. all of the above
9. other (Please specify)_____

☐ 13

I. Is there one person responsible for this training? (Please select one and place number in box.)

1. yes, a full-time ABE person
2. yes, a part-time ABE person
3. yes, a third party (i.e., consultant, etc.)
4. yes, other (Please specify)_____
5. no, several are responsible
6. no, other (Please specify)_____

☐ 14

If the answer to the above question is "yes", please answer the following questions. If it is "no", please skip to question "L".

J. Where is this person located? (Please select one and place the number in the box.)

1. at a college/university
2. at the State Education Agency
3. at a local ABE project
4. at their own private business
5. other (Please specify)_____

_____

[ ] 15

K. Is this person's sole responsibility the training of ABE staff? (Please select one and place the number in the box.)

1. yes
2. no

[ ] 16

L. Are your part-time ABE teachers paid on an hourly basis or salaried? (Please select one and place the number in the box.)

1. hourly
2. salaried, yearly
3. salaried, semester
4. salaried, quarterly
5. other (Please specify)_____

_____

[ ] 17

If your part-time ABE teachers are paid by the hour, what is the average hourly wage in your state? (Please indicate the wage per hour as a four digit number.)

$ [ ][ ] . [ ][ ] 18-21

M. Are these wages subject to teacher's union contracts? (Please select one and place the number in the box.)

1. yes
2. no
3. dependent upon the project/local agency
4. other (Please specify)_____

_____

[ ] 22

N. Do your projects have ABE teachers who are not paid solely with federal Adult Education Act monies? (Please select one and place the number in the box.)

1. yes
2. no

[ ] 23

If "yes", what is the source(s) _____

_____

SECTION III - OPERATIONS

This section is designed to collect information on aspects of the overall operation of your ABE program during fiscal year 1977-78.

A. Are your responsibilities as the director, operator or supervisor of all ABE projects in your state the only direct job responsibilities you have? (Please select one and place the number in the box.)

1. yes
2. no

[ ] 24

B. If no, what other types of projects does your job make you responsible for? (Please select one and place the number in the box.)

1. state funded adult education (general adult ed)
2. adult vocational education
3. community education
4. continuing higher education
5. other (Please specify)_____

[ ] 25

_____

C. How many of the following types of special projects has your state funded during the past three (3) years? (Please indicate the number)

1. research ☐☐ 26-27

2. curriculum development ☐☐ 28-29

3. third party evaluations ☐☐ 30-31

4. mini grants to ABE staff ☐☐ 32-33

5. other (Please specify)_____ ☐☐ 34-35

_____

D. How do ABE staff report student attendance? (Please select one and place the number in the box.)

1. by hours of attendance
2. by days of attendance
3. by weeks of attendance
4. other (Please specify)_____

_____

5. not reported

☐ 36

E. If student attendance is reported how is it collected and analyzed? (Please select one and place the number in the box.)

1. hand tabulated and analyzed
2. hand tabulated and computer analyzed
3. computer tabulated and analyzed
4. other (Please specify)_____

_____

☐ 37

F. How are your state's ABE monies distributed? (Please select one and place the number in the box.)

1. on a formula basis
2. by Request For Proposal (RFP)
3. other (Please specify)_____

_____

[ ] 38

G. Have the individual ABE projects made linkages with any of the following agencies with regard to joint funding? (Please select one and place the number in the box.)

1. CETA, prime sponsors
2. CETA, Governor's Special Grant
3. Business & Industry
4. Higher and Post Secondary Education Institutions
5. More than one of the above.
6. Other (Please specify)_____

_____

[ ] 39

H. Has the ABE program on a statewide basis made linkages with any of the following agencies with regard to joint funding? (Please select one and place the number in the box.)

1. CETA, prime sponsors
2. CETA, Governor's Special Grant
3. Business and Industry
4. Higher and Post Secondary Education Institutions
5. More than one of the above.
6. Other (Please specify)_____

_____

[ ] 40

Thank you again for bearing with us this long and completing this important survey!

CURRICULUM RESEARCH AND DEVELOPMENT CENTER
UNIVERSITY OF RHODE ISLAND, KINGSTON, RHODE ISLAND 02881
Phone 792-2854 792-2424

CURRICULUM RESEARCH AND DEVELOPMENT CENTER
Education Department
University of Rhode Island, Kingston, R. I. 02881

Fold Here

ATT: John Boulmetis

Curriculum Research and Development Center
Room 701 - Chafee Social Science Building
University of Rhode Island
Kingston, RI 02881

Appendix B

Cover Letter

STATE OF RHODE ISLAND AND PROVIDENCE PLANTATIONS
DEPARTMENT OF EDUCATION
Hayes Street, Providence, Rhode Island 02908

Thomas C. Schmidt, Commissioner

The State Department of Education, Bureau of Vocational and Adult Education is sponsoring a study which will gather a good deal of comparative data so that Adult Basic Education professionals can make some important decisions and comparisons.

I realize that you, as the person responsible for the operation of your State's ABE program, must be rather pressed for time. However, I would appreciate your taking a few moments to complete this survey.

A survey like this one is the most efficient means of gathering important information from the field. If you desire a copy of the final report, please mark the appropriate box on the survey and complete the address section.

Your prompt return of the completed survey would be most appreciated. Thank you in advance for your cooperation.

Sincerely,

William C. Farrell

William Farrell
Consultant, ABE

WF:bm

Enclosure

Appendix C

Follow-Up Letter

University of Rhode Island, Kingston, Rhode Island 02881
Institute of Human Science & Services
Curriculum Research and Development Center
701 Chafee Building, (401) 792-2424

FOLLOW-UP REQUEST

About three weeks ago, we sent you materials regarding the National Survey of ABE Programs. This is a reminder for you to please complete the survey if you have not already done so, or to check with your staff if you routed the material. (If the survey has already been completed and mailed, we apologize for this nagging and kindly disregard this note.)

We would very much like to hear from your state so that we can have a clear understanding of the operation of ABE programs in the U.S. This survey is important in assembling information about ABE programs alone that had not been addressed in any previous national survey.

If you are the appropriate person to respond, please take 20 to 30 minutes of your time and complete the survey. A complimentary copy of the final report will be made available to all participants. If you have lost or misplaced the yellow survey form, please write to or call:

John Boulmetis
Curriculum Research and Development Center
701 Chafee Social Science Building
University of Rhode Island
Kingston, RI 02881

(401) 792-2424

Thank you for your cooperation and assistance in this important endeavor.

Sincerely,

John Boulmetis

END

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JAN. 23 1980